



**music
go round**
Early Years Music

Transport



**Resource Pack:
Songbook and
EYFS Planning**

Transport

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Transport Lesson 1



Songwords and Extension Activities

Props Needed: An instrument each
Something to tap
A scarf to wave

1. Merry Music Go Round

(Tune of: Pop goes the weasel)

Merry, Merry Music Go Round
Merry, Merry Music
Sing and dance and play your sound
Let's make some music!

Action:

Clap your hands in time to the music, keeping a steady pulse.

2. Wave Hello

Wave Hello –Hello!
Wave Hello –Hello!
Wave Hello –Hello!
Wave Hello everybody –Hello!

Hello all the boys – Hello!
Hello all the girls – Hello!
Hello everyone – Hello!
Hello everyone – Hello!

3. 3 Little Men in a Flying Saucer

Three little men in a flying saucer
Flew round the world one day
They looked left and right
But they didn't like the sight
So one man flew away – whee!

(hold up 3 fingers)
(fly them round)
(turn head to left and right)
(shake head)
(fly one finger away behind back)

V2: ...two little men

V3:...one little man...he looked left and right, and he did like the sight, so he decided to stay – hooray!

Action:

Copy the actions on the video.

Action Song: Standing up

4. Zoom, Zoom, Zoom

Zoom, zoom, zoom,
We're going to the moon
Zoom, zoom, zoom
We'll be there very soon

(hold arms up to make a point)

We'll climb aboard a rocket ship
And go upon a little trip
Zoom, zoom, zoom
We're going to the moon
5,4,3,2,1 – blastoff!

(climb into ship)
(drive with steering wheel)
(hold arms up to make a point)
(hold up 5 fingers and count down)

Action:

Copy the actions on the video and sing the song together.

Tappers e.g. claves or wooden spoons

5. Tap, Tap, Tap

Tap, tap, tap, (rest) 1,2,3 (rest)
Tap, tap, tap, (rest) just like me (rest)
Tap them high, in-to the sky (rest)
Tap, tap, tap and away they fly! (rest)

(tap claves steadily)
(tap them above your head)
(fly them away behind your back)

Action:

Play your claves/tappers together, copying the action on the video and singing the words.

Extension Activity:

Encourage older children to follow this very simple rhythm, 3 taps on the underlined words, and a rest beat where you don't tap, highlighted in green. It's a repeating 4 beat rhythm, tapping on beats 1, 2 and 3 and silent/resting on beat 4. Try seeing how many children can copy this after you explain how it works to them - they should enjoy the challenge!

6. Horsey, Horsey Don't You Stop

Horsey, horsey, don't you stop
Just let your feed go clippety-clop
Your tail goes swish and your wheels go round....
Giddy up – we're homeward bound!

(tap a steady beat)
(tap faster at the end of the line)
(tap faster and faster!)

Actions:

Play your claves/tappers and sing the song together, getting faster at the end.

Action Song: Standing Up

7. Big Red Bus

Chorus:

Driving along and a big red bus
A big red bus, a big red bus
Driving along and a big red bus
What did I see today?

(drive the bus)

Verse 1:

I saw an aeroplane flying by

(pretend to fly like an aeroplane)

Flying by, flying by

I saw a an aeroplane flying by

That's what I saw today

Chorus

V2: ...I saw a dog go running by (faster)

(pretend to run like a dog)

V3:...I saw some trees growing tall

(stretch up)

V4:...I saw a mouse tiptoe by (quietly)

(tiptoe and sing quietly)

V5:...I saw a frog go hopping by

(hop)

V6:...I saw a train go whooshing by (faster)

(pretend to push toy train on track)

Chorus**Action:**

Join in with the actions on the video and sing the song together.

Extension Activity:

How many more verses can the children create? What other things can they think of to see from the bus, and can they create actions to go with them? The possibilities here are endless!

For **further extension**, they could explore quiet and loud and faster and slower sounds, so you could ask them to think of something quiet like the mouse for example.

Also, they could create verses being in different places for example, what might they see if they drove the bus to the city or the seaside? Enjoy their ideas!

8. Ride Your Train

Ride, ride, ride your train

(tap your knees slowly in time with the pulse)

Slowly down the track

Clickety, clickety, clickety clack

When will you be back

Ride, ride, ride your train

(tap your knees faster – in time with the pulse)

Quickly down the track

Clickety, clickety, clickety clack

When will you be back

Action:

Tap your knees in time with the pulse (the steady heartbeat of the the music). Slowly in the first verse, and quickly in the second. This is great for children to get a sense of the pulse by hearing and feeling it at the same time. It will take a bit of practice, but is a skill they can learn together, so keep going!

Action Song: Standing Up with Scarves

9. The Wheels on the Bus

The wheels on the bus go round and round (make circles in the air with scarves)
 Round and round, round and round
 The wheels on the bus go round and round
 All day long

V2:...the wings on the plane whoosh through the sky... (make plane wings with scarves)

V3:...the brushes on the road sweeper clean the ground...(make circles on the floor)

V4:...the bucket on the digger goes up and down... (move 'bucket' up and down)

V5:...the wheels on the bus go round and round ... (make circles in the air with scarves)

Action:

Copy the actions with your scarves and sing the song together.

Extension Activity:

What other vehicles can the children think of and create new verses about? Can they use their scarves to show you and their friends the actions?

Instruments

10. Let's all play our instruments

Chorus:

Let's all play our instruments, let's all play our instruments
 Let's all play our instruments...now what sounds can we play?

Verse 1:

Can you play a quiet sound?
 Can you play a quiet sound?
 Can you play a quiet sound?
 Play along with me
 V2: Can you play a loud sound.....
 V3: Can you play a slow sound....
 V4: Can you play a fast sound.....
 V5: Let's all play our instruments

Action:

Play your instruments together, stopping at the end of each verse. Children listen carefully to the video to see how they will play in the next verse, copying the speed and dynamic (volume).

11. Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle, little star
How I wonder what you are

Action:

Play your instruments and sing the song together.

12. Lets Sing Bye Bye

Let's sing bye bye everybody
Let's sing bye bye
Let's sing bye bye everybody
Let's sing bye bye

Transport Lesson 2



Songwords and Extension Activities

Props Needed: An instrument each
Something to tap
A scarf to wave

1. Merry Music Go Round

(Tune of: Pop goes the weasel)

Merry, Merry Music Go Round
Merry, Merry Music
Sing and dance and play your sound
Let's make some music!

Action:

Clap your hands in time to the music, keeping a steady pulse.

2. Wave Hello

Wave Hello –Hello!
Wave Hello –Hello!
Wave Hello –Hello!
Wave Hello everybody –Hello!

Hello all the boys – Hello!
Hello all the girls – Hello!
Hello everyone – Hello!
Hello everyone – Hello!

3. A Sailor Went to Sea, Sea, Sea

A sailor went to sea, sea, sea
To see what he could see, see, see
But all that he could see, see, see
Was the bottom of the deep blue sea, sea, sea

(make a boat on waves)
(look around)
(look around)
(clap hands, tap knees and wiggle fingers)

Action:

Copy the actions on the video and sing the song together.

Action Song: Standing up

4. Zoom, Zoom, Zoom

Zoom, zoom, zoom,
We're going to the moon
Zoom, zoom, zoom
We'll be there very soon

(hold arms up to make a point)

We'll climb aboard a rocket ship
And go upon a little trip
Zoom, zoom, zoom

(climb into ship)
(drive with steering wheel)
(hold arms up to make a point)

We're going to the moon
5,4,3,2,1 – blast off!

(hold up 5 fingers and count down)

Action:

Copy the actions on the video and sing the song together.

Tappers e.g. claves or wooden spoons

5. Tap, Tap, Tap

Tap, tap, tap, (rest) 1,2,3 (rest)

(tap claves steadily)

Tap, tap, tap, (rest) just like me (rest)

Tap them high, in-to the sky (rest)

(tap them above your head)

Tap, tap, tap and away they fly! (rest)

(fly them away behind your back)

Action:

Play your claves/tappers together, copying the action on the video and singing the words.

Extension Activity:

Encourage older children to follow this very simple rhythm, 3 taps on the underlined words, and a rest beat where you don't tap, highlighted in green. It's a repeating 4 beat rhythm, tapping on beats 1, 2 and 3 and silent/resting on beat 4. Try seeing how many children can copy this after you explain how it works to them - they should enjoy the challenge!

6. Horsey, Horsey Don't You Stop

Horsey, horsey, don't you stop

(tap a steady beat)

Just let your feed go clippety-clop

Your tail goes swish and your wheels go round.....

(tap faster at the end of the line)

Giddy up – we're homeward bound!

(tap faster and faster!)

Actions:

Play your claves/tappers and sing the song together, getting faster at the end.

Action Song: Standing Up

7. Big Red Bus

Chorus:

Driving along and a big red bus

(drive the bus)

A big red bus, a big red bus

Driving along and a big red bus

What did I see today?

Verse 1:

I saw some people walking by

(pretend to walk down the street)

Walking by, walking by

I saw some people walking by

That's what I saw today

Chorus

V2:...I saw some lorries rumbling by

(pretend to drive a rumbling lorry)

V3: ...I saw a dog go running by (faster)

(pretend to run like a dog)

V4:...I saw digger dig the road

(pretend to dig the road)

V5:...I saw the traffic lights flash, flash, flash

(pretend to make flashing lights)

V6:...I saw the building standing tall

(stretch up and stand tall)

Chorus

Action:

Join in with the actions on the video and sing the song together.

Extension Activity:

How many more verses can the children create? What other things can they think of to see from the bus, and can they create actions to go with them? The possibilities here are endless!

For **further extension**, they could explore quiet and loud and faster and slower sounds, so you could ask them to think of something quiet like the mouse for example.

Also, they could create verses being in different places for example, what might they see if they drove the bus to the city or the seaside? Enjoy their ideas!

8. Row, Row, Row Your Boat

Sitting in pairs

Row, row, row your boat

(row backwards and forward holding hands)

Gently down the stream

Merrily, merrily, merrily, merrily

Life is but a dream

Rock, rock, rock your boat

(rock from side to side)

Gently to and fro

Splish, splash, splish, splash

Into the water you go – splash!

(pretend to splash in the water)

Row, row, row your boat

(row backwards and forwards quickly)

Quickly down the stream

If you see a crocodile

Don't forget to scream

Action:

Sit the children in pairs and copy the actions on the video and join in with singing together. See if the children can mirror each other in verse 2, rocking side to side together.

Extension Activity:

See if the children are able to row and rock in time with the pulse (the steady beat of the music) – this will be easier for them to rock to – see how they get on!

Action Song: Standing Up with Scarves

9. The Wheels on the Bus

The wheels on the bus go round and round (make circles in the air with scarves)
 Round and round, round and round
 The wheels on the bus go round and round
 All day long

V2:...the wings on the plane whoosh through the sky... (make plane wings with scarves)

V3:...the brushes on the road sweeper clean the ground...(make circles on the floor)

V4:...the bucket on the digger goes up and down... (move 'bucket' up and down)

V5:...the wheels on the bus go round and round ... (make circles in the air with scarves)

Action:

Copy the actions with your scarves and sing the song together.

Extension Activity:

What other vehicles can the children think of and create new verses about? Can they use their scarves to show you and their friends the actions?

Instruments

10. Let's all play our instruments

Chorus:

Let's all play our instruments, let's all play our instruments
 Let's all play our instruments...now what sounds can we play?

Verse 1:

Can you play a quiet sound?
 Can you play a quiet sound?
 Can you play a quiet sound?
 Play along with me
 V2: Can you play a loud sound.....
 V3: Can you play a slow sound....
 V4: Can you play a fast sound.....
 V5: Let's all play our instruments

Action:

Play your instruments together, stopping at the end of each verse. Children listen carefully to the video to see how they will play in the next verse, copying the speed and dynamic (volume).

11. Alice the Camel

Alice the camel has- 3 humps
 Alice the camel has- 3 humps
 Alice the camel has- 3 humps
 So go Alice go! Boom, boom, boom!

V2: Alice the camel has – 2 humps

V3: Alice the camel has – 1 hump

V4: Alice the camel has – 0 humps...because Alice – is – a horse!

Action:

Play your instruments and sing the song together.

12. Lets Sing Bye Bye

Let's sing bye bye everybody
 Let's sing bye bye
 Let's sing bye bye everybody
 Let's sing bye bye

Transport Lesson 3



Songwords and Extension Activities

Props Needed: An instrument each
A scarf to wave

1. Merry Music Go Round

(Tune of: Pop goes the weasel)

Merry, Merry Music Go Round
Merry, Merry Music
Sing and dance and play your sound
Let's make some music!

Action:

Clap your hands in time to the music, keeping a steady pulse.

2. Wave Hello

Wave Hello –Hello!
Wave Hello –Hello!
Wave Hello –Hello!
Wave Hello everybody –Hello!

Hello all the boys – Hello!
Hello all the girls – Hello!
Hello everyone – Hello!
Hello everyone – Hello!

3. 3 Little Men in a Flying Saucer

Three little men in a flying saucer
Flew round the world one day
They looked left and right
But they didn't like the sight
So one man flew away – whee!

(hold up 3 fingers)
(fly them round)
(turn head to left and right)
(shake head)
(fly one finger away behind back)

V2: ...two little men

V3:...one little man...he looked left and right, and he did like the sight, so he decided to stay – hooray!

Action:

Copy the actions on the video.

Action Song: Standing Up With Scarves

4. Peekaboo

Can you play at peekaboo? Boo!
I can play at peekaboo! Boo!
Are you there? Yes I am
Are you there? Yes I am
Peeka, peeka, peeka, peeka – boo!

(Hide behind your scarf – and pop out!)

Action:

Hide behind your scarf, popping out on the 'boo'.

5. The Wheels on the Bus

The wheels on the bus go round and round
Round and round, round and round
The wheels on the bus go round and round
All day long

(make circles in the air with scarves)

V2:...the oars on the boat go splash, splash, splash
V3:...the steering wheels turn side to side
V4:...the horn on the lorry goes beep, beep, beep
V5:...the rocket on the pad goes blasting off
V6:...the wheels on the bus go round and round

(make oars and paddle)
(make steering wheel and turn)
(scrunch your scarf and 'beep')
(make a rocket blasting off)

Action:

Copy the actions with your scarves and sing the song together.

Extension Activity:

What other vehicles can the children think of and create new verses about? Can they use their scarves to show you and their friends the actions?

Instruments

6. Alice The Camel

Alice the camel has- 3 humps
Alice the camel has- 3 humps
Alice the camel has- 3 humps
So go Alice go! Boom, boom, boom!

V2: Alice the camel has – 2 humps
V3: Alice the camel has – 1 hump
V4: Alice the camel has – 0 humps...because Alice – is – a horse!

Action:

Play your instruments and sing the song together.

Action Song: Standing Up

7. Big Red Bus

Chorus:

Driving along and a big red bus
A big red bus, a big red bus
Driving along and a big red bus
What did I see today?

(drive the bus)

Verse 1:

I saw some cows eating grass
Eating grass, eating grass
I saw some cows eating grass
That's what I saw today

(pretend to eat the grass)

Chorus

V2:...I saw a tractor chugging by
V3: ...I saw a pony clip clop by
V4:...I saw some birds flying by
V5:...I saw a river whooshing by

(pretend to drive a tractor)

(pretend to trot)

(pretend to fly)

(pretend to make a whooshing river)

Chorus

Action:

Join in with the actions on the video and sing the song together.

Extension Activity:

How many more verses can the children create? What other things can they think of to see from the bus, and can they create actions to go with them? The possibilities here are endless!

For **further extension**, they could explore quiet and loud and faster and slower sounds, so you could ask them to think of something quiet like a mouse for example.

Also, they could create verses being in different places for example, what might they see if they drove the bus to the city or the seaside? Enjoy their ideas!

8. Ride Your Train

Ride, ride, ride your train

(tap your knees slowly in time with the pulse)

Slowly down the track

Clickety, clickety, clickety clack

When will you be back

Ride, ride, ride your train

(tap your knees faster – in time with the pulse)

Quickly down the track

Clickety, clickety, clickety clack

When will you be back

Action:

Tap your knees in time with the pulse (the steady heartbeat of the the music). Slowly in the first verse, and quickly in the second. This is great for children to get a sense of the pulse by hearing and feeling it at the same time. It will take a bit of practice, but is a skill they can learn together, so keep going!

Action Song: Standing Up

9. Zoom, Zoom, Zoom

Zoom, zoom, zoom,
We're going to the moon
Zoom, zoom, zoom
We'll be there very soon

(hold arms up to make a point)

We'll climb aboard a rocket ship
And go upon a little trip
Zoom, zoom, zoom
We're going to the moon
5,4,3,2,1 – blast off!

(climb into ship)

(drive with steering wheel)

(hold arms up to make a point)

(hold up 5 fingers and count down)

Action:

Copy the actions on the video and sing the song together.

Instruments

10. Let's all play our instruments

Chorus:

Let's all play our instruments, let's all play our instruments
Let's all play our instruments...now what sounds can we play?

Verse 1:

Can you play a quiet sound?
Can you play a quiet sound?
Can you play a quiet sound?
Play along with me
V2: Can you play a loud sound.....
V3: Can you play a slow sound....
V4: Can you play a fast sound.....
V5: Let's all play our instruments

Action:

Play your instruments together, stopping at the end of each verse. Children listen carefully to the video to see how they will play in the next verse, copying the speed and dynamic (volume).

11. Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle, little star
How I wonder what you are

Action:

Play your instruments and sing the song together.

12. Lets Sing Bye Bye

Let's sing bye bye everybody

Let's sing bye bye

Let's sing bye bye everybody

Let's sing bye bye

Transport Lesson 4



Songwords and Extension Activities

**Props Needed: An instrument each
A scarf to wave**

1. Merry Music Go Round

(Tune of: Pop Goes the Weasel)

Merry, Merry Music Go Round
Merry, Merry Music
Sing and dance and play your sound
Let's make some music!

Action:

Clap your hands in time to the music, keeping a steady pulse.

2. Wave Hello

Wave Hello –Hello!
Wave Hello –Hello!
Wave Hello –Hello!
Wave Hello everybody –Hello!

Hello all the boys – Hello!
Hello all the girls – Hello!
Hello everyone – Hello!
Hello everyone – Hello!

3. A Sailor Went to Sea, Sea, Sea

A sailor went to sea, sea, sea
To see what he could see, see, see
But all that he could see, see, see
Was the bottom of the deep blue sea, sea, sea

(make a boat on waves)
(look around)
(look around)
(clap hands, tap knees and wiggle fingers)

Action:

Copy the actions on the video and sing the song together.

Action Song: Standing up

(Tune of: I'm a Little Teapot)

4. I'm A Little Aeroplane

I'm a little aeroplane, ready to fly
Here are my wings to take me up high
First switch on my engine – vroom, vroom, vroom
Down the runway – off I zoom!

(hold arms out wide)

(pretend to start engine)
(pretend to take off)

Action:

Copy the actions on the video and sing the song together.

5. Alice The Camel

Alice the camel has- 3 humps
 Alice the camel has- 3 humps
 Alice the camel has- 3 humps
 So go Alice go! Boom, boom, boom!

V2: Alice the camel has – 2 humps

V3: Alice the camel has – 1 hump

V4: Alice the camel has – 0 humps...because Alice – is – a horse!

Action:

Play your instruments and sing the song together.

Action Song: Standing Up

6. Big Red Bus

Chorus:

Driving along and a big red bus	(drive the bus)
A big red bus, a big red bus	
Driving along and a big red bus	
What did I see today?	

Verse 1:

I saw some children feeding goats	(pretend to feed goats)
Feeding goats, feeding goats	
I saw some children feeding goats	
That's what I saw today	

Chorus

V2:...I saw some snakes slithering by	(make a slithering snake with your arm)
V3:...I saw the lion say roar, roar, roar	(pretend to roar)
V4:...I saw the monkeys say ooh, ooh, ooh	(pretend to 'ooh' like a monkey)
V5:...I saw an elephant stamping by	(stamp like an elephant)
V6:...I saw the spiders running by (<i>faster</i>)	(use your hand to make a running spider)

Chorus

Action:

Join in with the actions on the video and sing the song together.

Extension Activity:

How many more verses can the children create? What other things can they think of to see from the bus, and can they create actions to go with them? The possibilities here are endless!

For **further extension**, they could explore quiet and loud and faster and slower sounds, so you could ask them to think of something quiet like a mouse for example.

Also, they could create verses being in different places for example, what might they see if they drove the bus to the city or the seaside? Enjoy their ideas!

7. Row, Row, Row Your Boat

Sitting in pairs

Row, row, row your boat

(row backwards and forward holding hands)

Gently down the stream

Merrily, merrily, merrily, merrily

Life is but a dream

Rock, rock, rock your boat

(rock from side to side)

Gently to and fro

Splish, splash, splish, splash

(pretend to splash in the water)

Into the water you go – splash!

Row, row, row your boat

(row backwards and forwards quickly)

Quickly down the stream

If you see a crocodile

Don't forget to scream

Action:

Sit the children in pairs and copy the actions on the video and join in with singing together. See if the children can mirror each other in verse 2, rocking side to side together.

Extension Activity:

See if the children are able to row and rock in time with the pulse (the steady beat of the music) – this will be easier for them to rock to – see how they get on!

Action Song: Standing Up With Scarves

8. Peekaboo

Can you play at peekaboo? Boo!

(Hide behind your scarf – and pop out!)

I can play at peekaboo! Boo!

Are you there? Yes I am

Are you there? Yes I am

Peeka, peeka, peeka, peeka – boo!

Action:

Hide behind your scarf, popping out on the 'boo'.

9. The Wheels on the Bus

The wheels on the bus go round and round

(make circles in the air with scarves)

Round and round, round and round

The wheels on the bus go round and round

All day long

V2:...the oars on the boat go splash, splash, splash

(make oars and paddle)

V3:...the steering wheels turn side to side

(make steering wheel and turn)

V4:...the horn on the lorry goes beep, beep, beep

(scrunch your scarf and 'beep')

V5:...the rocket on the pad goes blasting off

(make a rocket blasting off)

V6:...the wheels on the bus go round and round

Action:

Copy the actions with your scarves and sing the song together.

Extension Activity:

What other vehicles can the children think of and create new verses about? Can they use their scarves to show you and their friends the actions?

Instruments

10. Let's all play our instruments

Chorus:

Let's all play our instruments, let's all play our instruments

Let's all play our instruments...now what sounds can we play?

Verse 1:

Can you play a quiet sound?

Can you play a quiet sound?

Can you play a quiet sound?

Play along with me

V2: Can you play a loud sound.....

V3: Can you play a slow sound....

V4: Can you play a fast sound.....

V5: Let's all play our instruments

Action:

Play your instruments together, stopping at the end of each verse. Children listen carefully to the video to see how they will play in the next verse, copying the speed and dynamic (volume).

11. 3 Little Men in a Flying Saucer

Three little men in a flying saucer

Flew round the world one day

They looked left and right

But they didn't like the sight

So one man flew away – whee!

(hold up 3 fingers)

(fly them round)

(turn head to left and right)

(shake head)

(fly one finger away behind back)

V2: ...two little men

V3:...one little man...he looked left and right, and he did like the sight, so he decided to stay – hooray!

Action:

Copy the actions on the video.

12. Lets Sing Bye Bye

Let's sing bye bye everybody

Let's sing bye bye

Let's sing bye bye everybody

Let's sing bye bye

Class:	Age 2-3 and 3-5 25 min Lessons 1-4	Keywords	Transport, boat, train, car, plane, rocket, horse, faster, slower
How Music Go Round Classes link to the Revised EYFS:			
Early Years Development: <u>We are learning about:</u> <ul style="list-style-type: none"> Different methods of transport – buses, cars, trains, planes, boats, rockets, horses. Using our voices and body movements to represent vehicles, and practicing changing tempo according to the vehicle's speed. Animals used as methods of transport. Talking and singing about space travel. Creating our own verses in our Big Red Bus Song, and sharing these with the group. Creating our own actions. 			
Children are:			
Communication and Language: <ul style="list-style-type: none"> Following sung directions in action songs: Big Red Bus and Zoom, Zoom, Zoom Developing vocabulary, learning new words around the theme of Transport Joining in with singing new songs Offering suggestions for actions in extension activity for Big Red Bus Reinforcing sense of beat and rhythm in all songs Talking about what they think they might see from the bus Using descriptive language regarding sounds different animals and vehicles make 		Personal, Social and Emotional Development: <ul style="list-style-type: none"> Enjoying role playing zooming to the moon and riding on the bus together with their friends Listening to different ideas in our action songs After the video with staff – sharing what they know with confidence about transport and they vehicles that they've seen and travelled in Making music and singing together in the group Listening to what other children share about their experiences of Transport Working co-operatively in pairs in Row, Row, Row Your Boat 	
Physical Development: <ul style="list-style-type: none"> Moving freely and with confidence exploring the actions in Big Red Bus and Zoom, Zoom, Zoom Experimenting with different ways of moving in scarf song – Wheels on the Bus Moving with imagination and co-ordination in the Wheels on the Bus with scarves Showing increasing control playing instruments Negotiating space to avoid others in action songs 		Understanding the World: <ul style="list-style-type: none"> Able to talk about their own experiences of Transport and things the vehicles they've travelled on and places they've been to Seeing different environments e.g. the desert in Alice the Camel, the river in Row, Row, Row Your Boat Learning about the moon in Zoom, Zoom, Zoom Developing and demonstrating an awareness of speed and changing speeds in Ride, Ride, Ride Your Train Learning from staff that people use horses and camels to get around in some countries 	
Expressive Arts and Design: <ul style="list-style-type: none"> Shows an interest in hearing the different instrument sounds on the videos each week Creating their own new verses to Big Red Bus in the extension activities Using their imagination in Row, Row, Row Your Boat to imagine rowing and seeing the crocodile Using their creativity to imagine things that they would see from the bus in Big Red Bus Exploring creating and changing sounds with their instruments in Let's All Play Our Instruments 		Mathematics: <ul style="list-style-type: none"> Counting down from 3 in Alice the Camel and 3 Little Men in a Flying Saucer Developing rhythm in all songs Counting down from 5 to Blast-off in Zoom, Zoom, Zoom 	
		Literacy: <ul style="list-style-type: none"> Showing awareness and enjoyment of rhyming in Zoom, Zoom, Zoom Anticipating the chorus coming up in Big Red Bus Joining in with favourite songs and rhymes 	

Class:	Age 2-3 and 3-5 25 min Lessons 1-4	Keywords	Transport, boat, train, car, plane, rocket, horse, faster, slower
How Music Go Round Classes link to the Musical Development Matters in the Early Years:			
Musical Development: Focus is on Tempo (the speed of the music) Children are: <ul style="list-style-type: none"> Singing together as part of a group, representing changing speeds with our voices and bodies Exploring tempo when playing instruments together as a group Composing new verses for Big Red Bus Exploring the sounds of their instruments Learning to sing new songs about our theme Developing sense of pulse and rhythm in all songs 			
Children are:			
Hearing and Listening: <ul style="list-style-type: none"> Listening to and learning the words to the new songs Identifying changes in tempo in Ride Your Train and Row Your Boat Hearing and describing the changes in music in Let's all Play Our Instruments Identifying some of the instruments played on the videos e.g. maracas and castanets Hearing different instrument sounds and descriptions of their sounds Describing the sounds of their instruments to staff Learning to anticipate changes in tempo and dynamic in Let's All Play Our Instruments 		Vocalising and Singing: <ul style="list-style-type: none"> Singing the songs and parts of songs as they learn them Singing to and with their partner in Row, Row, Row Your Boat Learning to create new verses to Big Red Bus in the extension activities Creating sounds to represent different things we see in Big Red Bus Able to sing some entire favourite songs along with the Video Learning to match the pitch of the singing on the video in simple songs Understanding that we can change the words to create new verses within the structure of the song Changing their tempo in Row, Row, Row Your Boat 	
Moving and Dancing: <ul style="list-style-type: none"> Playing claves whilst singing in Horsey Horsey Combining singing and moving their bodies in Big Red Bus and Zoom, Zoom, Zoom Physically interpreting the quiet and louder, and faster and slower sounds in Let's All Play Our Instruments Moving their bodies to music as they play their instruments Clapping to the pulse of our Merry Merry Music Go Round song Moving with imagination in Big Red Bus 		Exploring and Playing: <ul style="list-style-type: none"> Learning to play instruments and keep to a steady pulse Exploring playing claves/tapper and changing tempo in Horsey Horsey Playing instruments with control to create the desired sound Exploring the changing sounds of their instruments to match the changing tempo and dynamics of the song in Let's All Play Our Instruments, playing loudly, quietly, slowly and faster on cue Singing along with some songs 	

Musical Terms Used :

Pulse/beat: the heartbeat of the music, a steady underlying beat

Dynamics: volume – loud/quiet, getting louder, getting quieter

Timbre: character of sound ie smooth, spiky

Rhythm: pattern of sound

Tempo: speed

Pitch: high and low sounds